

This is the third Education Forum meeting of 2021. I can't actually believe that we are in September already and having our third meeting, but here we are, it's that strange pandemic thing. For those of you that I have not met before, I'm Linda O'Neill, I am the education lead at CELCIS. And it's lovely to see so many of our regular forum members registered. But I know that we've got lots of new people at the forum here today. So I just want to say you're very welcome. I hope you enjoy it. And I'm looking forward to getting a chance to meet with you, hopefully face to face and the not too distant future. I am really delighted today to be able to welcome along Claire O'Hara the director and Michael Wield, the program coordinator at Each and Every Child, who are going to give us much anticipated input around language and how we can use framing in our work when we talk about care experience. So I'll just ask Claire and Michael to say hello.

Morning everybody, I'm Claire, program director to Each and Every Child, lovely to see your faces. I know you will all disappear soon and I'll just be speaking into the ether so your thanks for everybody who switch their camera on.  
Good morning.

Morning everyone. My name is Michael Weild, program coordinator, Each and Every Child and delighted to be here and looking forward to today's session.

Thanks, Michael. I'm not going to speak for too long, because what Claire and Michael want to say is much more interesting. But before we move into today's theme, I thought it would be helpful just to run through the agenda and cover some housekeeping really briefly. So we're going to have an input from Claire and Michael about the work their involved in and why this is such an important area of focus for our population of children and young people. We will then have the opportunity to split into breakout rooms to think and discuss this area. And then we'll come back together to share themes from those discussions, and aim to finish up about 11 o'clock. We will be recording the formal inputs of Claire and Michael and we'll make the videos available in any materials from the breakout rooms on our forum page on the website, we won't be recording the breakout rooms, just to let people know. As you can see, we can use our videos and our mics on this platform, but we just asked people before Claire and Michael start speaking in just for the presentation goes smoothly if you can turn your camera off, and make sure your mics muted. And but then when we went to the breakout rooms, please turn your camera and Mic back on so that we can have a bit of a discussion. And you'll see the chat function is open. So please feel free while Claire and Michael are doing their input to put any questions, reflections, insights or comments in there, and we have built in time today as well, so that we've got time to come back to that and have a discussion around any questions or comments that people have. So we've invited Claire and Michael along today as this is a topic that's been on the agenda for the Education Forum for such a long time, and also one that people were here experienced here was really, really important to them. When I was thinking about this - we use language all day, every day, written, spoken, we use it formally and informally, or social media, texts, emails, conversations, we've learned to speak a new language in the virtual world and even things like emojis now, and we're using

to communicate with each other. It's so powerful. Thinking about this I was thinking about how many times as a child or more recently as an adult, it was things you see on social media with a list of names. How many times have you feel irked when someone spells your name wrong? Or they have mispronounced it. Or they have written it down incorrectly. And how many times have you been in a gift shop in a park or a castle or something like that? There's those stands, but stickers or mugs that have got people's names on it. And when you were wee, you would furiously rifle through them to try and find your name. And then you'd be delighted when you found yours. But then you'd be quite crestfallen when yours wasn't there. Or sometimes what I found was when it was spelt wrong. So you can see it but it wasn't quite right. And all that seems really flippant or dead basic and it's not meant to. But I think these examples are things that we can all relate to. And that's just our name. We know that these experiences that we have are wider than our names they are wider when people talk about us when you talk about our experiences when you describe our circumstances and it permeates every single part of our lives. And that's why it's such an important topic. The Promise said in their publication that for years pre-dating the care review, care experienced children and adults have said that language needs to change to normalize their lives and shift away from professional speak, the language of care can be stigmatizing for children. For children the unintentional use of professionalized language compounds a sense of them being different, and they told the care review, it can feel belittling and have an impact on their sense to self.

Because of that, and because language was such an enduring theme throughout the independent care review, it was identified as one of the five fundamentals and the plan 21 to 24. And The Promise said that whatever working your organization are doing in relation to good experienced children and families, the five fundamentals must form a solid core, around which everything else operates. And it said that organizations that have responsibilities towards care experienced children and families between 21 and 24, should be able to demonstrate that that embedding de-stigmatizing language and practices across the way they work. The intention is to ensure that this happens, and that is inter woven through the Change program, one of the promises plan. And it permeates everything that we do as practitioners as organizations. So it's because of that, that we've invented Claire and Michael along today, to help us start to think about this area, and start to think about embedding some of the thinking and the practices in our daily work. At CELCIS we've been really fortunate to be involved in some of these conversations over the last few months. And it's so interesting. And it's great work to be involved in, I think it's also important to acknowledge that it can be really challenging, and it makes us think really deeply about our own and others practice. So I just want to reassure people that today is a safe space to explore this area together. And think about ways and changes that we can make in our own practice, and how we can support others to get started on that journey, as well. So without further ado, I will hand over to Claire and Michael to talk us through their input. Like I say, please feel free to put any comments, questions, reflections, in the chat as well as we go along. So Claire and Michael, I will hand over to you.

Good morning, everyone. I'm just going to do that horrible, awkward technical thing of hoping that my powerpoint opens up for everybody. Linda, you're the only face I can see. Can everybody see this? Yeah, we can see it. Marvelous. Good morning everybody. And thanks, Linda. I really delighted to be here today. So as Linda says, I'm Claire, I'm the program director of Each and Every Child. I'm going to give you a wee bit of a whistle stop tour of the work around framing care experience and hopefully stimulate some debate around implementation in the breakout rooms. So just now as you're all aware,

we're at a pivotal moment in Scotland. With the independent care review, The Promise, plan 21-24 and change programme, Scotland has stepped up to reimagine care experience for children and young people. And this is groundbreaking work, it's policy and practice that can and will change lives. And all of us have got a part to play in making this change happen. Because how we talk about care experience matters. From telling their stories to working with children, young people and their families. There's a growing body of evidence that what we say and how we say it changes how people think, feel, and act. So I'm going to give you a bit of background to Each and Every Child and the research behind the initiative. So in 2017, Frameworks Institute were funded by the Robertson trust, CELCIS and Life Changes Trust and they carried out extensive research into current public attitudes. They carried out research with what we call the experts and by experts I mean people with lived experience of care and people who work within the care system. And then we also worked with the general public. And from this research, we produced two reports - Slipping Through the Cracks and Seeing and Shifting The Roots of Opinion. These can be found in a website and we'll put the link to the website up later and what this research has done, was it enabled us to better understand what are the communication challenges for those wishing to campaign and advocate for the progressive approaches to supporting children and young people with care experience. So there were three key communication challenges with the general public. The first one was that children and young people with care experience are seen as forever damaged as a result of factors such as trauma and neglect. And that damage done is damage done and can't be undone. The second one is that the care system itself was viewed as dysfunctional and unable to provide a loving and nurturing care that children and young people need to thrive. There was no deep understanding of how the system works, a lot of understanding of entry and exit to the system, but no understanding of what happens in between. And then finally, and probably one that all of us come across most often, is at the public consider that children and young people generally end up in care, through bad parenting and bad choices. And by bad choices. I mean, at the start of a young person's journey through the care system, when they're young, they're babies. There's a lot of sympathy and empathy within the general public. And a real understanding that we've got to nurture and support these young children. However, as children move through the care system, or if they come in when they're slightly older, that understanding and empathy very quickly moves to blame, and blaming young people - that it's because of their behavior. That's why they're in care.

So phase two, of Each and Every Child focused on testing reframing strategies to counteract these communication challenges. So we tried a lot of different ways of talking about care experience with the general public to test which ones worked. And the ones that worked best on know a series of evidence-based recommendations. sorry. There's something going on in the background of my house, I do apologize. And these recommendations are to support people with care experience, and their supporters to tell a different story. Now, these frames were tested in 2019, and refined using three methods: we had on the street interviews, survey experiments, and peer discourse sessions. And these methods sampled 5,577 participants. And from this work, we've produced an easy accessible toolkit, which I'm going to talk about a bit later. So finally, phase three, and this is what we are in. So Each and Every Child directly complements and builds on the work of The Promise by taking an innovative but evidence based approach to developing this reimaged narrative. So the main aims of Each and Every Child are first and foremost, to shift public attitudes towards children, young people and their families who are in and around the care system. And that's to build improved support for the progressive policies and practice implementation that will come from The Promise. The second part is what we're

doing today: engaging informed professionals in the sector, who work with children, young people and their families, around their communications, how they can strengthen practice and that impact. And finally, and most importantly, support and equip people with experience of care to be at the hearts of efforts to develop a more consistent and effective communication, so that we can mobilize communities to take action. And I'll talk again, a wee bit more about this.

So I think what does it mean in action, so what Michael and I have been doing it since January. So there are three streams of work that we're particularly focused on in year one. The first one is the voices of experience reference group. Now we have six consultants who have lived experience and they range in age - the youngest is 17, and the oldest is 40 plus to be polite, and they have got different experiences of care, they came from different care settings. And they've got varying degrees of experience of sharing their stories on a public forum. And so with the consultants, we are co-designing framing sessions for people with experience of care, the staff who support people to share their stories, but they're also supporting the development of the sessions that we are delivering across the full initiative. And it's important to understand that this is a paid role - our consultants are bringing their knowledge and expertise and helping us to co-design the whole delivery of Each and Every Child. We are also looking at developing our delivery methods, how we deliver where we deliver how do we evaluate the impact, and how can we encourage more diverse voices to be heard. So that's the first part of the work. The second part is early adopters. And we are working with Who Cares? Scotland, The Promise and Kibble. And by early adopters, what we're doing is we are giving them intensive support to embed framing across that organization, so that we can create exemplar content to share with our colleagues across the sector. So with Who Cares? Scotland, what we're specifically looking at is embedding across a whole organization, so all the different departments. And then with The Promise, what we are looking at is working across an organization that's making key policy decisions. So we're also working with Scottish Government alongside The Promise and certain elements. And then finally, with Kibble we are particularly focusing in on fostering recruitment campaigns and what language we use when we were recruiting foster carers. Some of you be aware, there's been quite a lot of discourse, particularly in social media about how people with experience of care have been represented in foster care recruitment campaigns. And then finally, we have our peer network. So we've got strategic adopters, and our strategic adopters are also funders who are Scottish Government, CELCIS, Social Work Scotland, Robertson trust, Life Changes Trust, and Esmée Fairbairn Trust, I've just realized I've missed them out. And what we're doing with the strategic adopters is again, offering additional training and support and advice on framing and how it can work within their sector. And the type of work that they are doing. And then we've got a wider roll out across the country. So we are currently working with statutory, third sector and wider corporate parent groups. We're working with Aberdeen City, Perth and Kinross, from the third sector we've worked with resilience learning partnership Dean and Cauvin Education Trust, and then our wider corporate parents, we've already worked with Social Services Council and Social Security Scotland.

So I think I've told you who we are and what we're doing. But I think it's quite important to have kind of an introduction about what is framing. So the framework institute Applied Social Science methods to study how people understand social issues, and how best to frame them. And they help shape effective communications to engender public support for societal change. So as I said at the beginning, what we are trying to do is shift public opinion so that we have full support across the country. So firstly, what is

framing? It's about making choices about how do we present information, choices that can change how people think, feel and act, it can remove a fatalistic attitude, for example, there's always going to be this problem, you can't change human behavior to a much more solution focused positive belief, and how change can be achieved through support through a community approach. If we all play a part framing also changes the understanding of issues. So when we frame information, it's got the power to take away focus from the individual as I was talking about, that's one of our challenges is people blaming individual families and children. So what we can do is we can take away the focus on the individual and put it into how much wider societal contexts, things that have an impact and by young people ended up in care in the first place. So that could be social housing, poverty, mental health, addiction issues, bereavement in families. And it can change how people see the issue and again, in turn engender support for policy change. Thirdly, framing changes behavioral intent. So what we're trying to do is gain support for investment in services. I have got an example in Australia, the government of trying to get public support to increase funding for parenting programs. And what they have been doing is they've been using the frame of effective parenting when they were campaigning. However, through tried and tested methods of framing. We started using the term Child Development and child development, instead of talking about the effective parent has a much more positive impact. People were willing to pay additional taxes to support Child Development rather than effective parenting. And then finally, and most importantly, framing happens anyway, we all come to communication with our own unconscious bias. And that can be through the way we were brought up, the situation, the environment that we currently live in what we read what we see what we listen to, we all have powers as communicators. And framing can look at change, how we are communicating and encourage more discourse, and get people thinking in a different way, which finally can put in changes towards policy and practice. I am going to give you the example of how framing matters. So this is a question that was framed. And depending on how you frame a question, you can elicit a different response. So the first question that was asked was, given the importance of free speech, would you favor allowing a hate group to hold a political rally? And what we found with that question was 85% of the public were in favour. However, if we asked the same question, but frame it in a different way, given the risk of violence, would you favour allowing a hate group to hold a political rally? And then we had 40% of the public in favour so you can see that difference. In when we ask a question, that's the same question. We're not changing the question, all we're changing as how we frame the question that we're asking. And that can elicit a different response and activate a different thinking in our audience so I was just quickly for those who missed that these are four campaigns - Love is love in America, instead of focusing on gender equality, they focused on love, the anti smoking campaign instead of the evils of smokers, they focused on healthy work environment, Northern Ireland's the decriminalization of abortion, instead of focusing on fertility rights, they focused on the people behind the stories, people that live in their street, and #metoo campaign focused on the shared experience of women across the world.

No, I'm going to come out and this one. I am out of that one, and bring up the website very quickly. So this is really going to be a short sharp tour of the website.

Okay, so

very quickly, the home page, if we scroll down in the home page, really quickly, past my face - a new story, this is the recommendations that I was talking about earlier that came from the research and how

we can use them. The toolkits - so this takes you to and we've got an easy to use guide, a very quick guide for everyone you can download a summary that takes you through ways that you can put this into practical use. And then we have more intensive what to do and how to do it and the how to do it section, we will be adding more content to as we work through the framing techniques with early adopters. Then we have the About Us section, I would recommend going and reading about the voices of experience and the early adopters. For anyone who's already seen the website, we only updated this on Monday. So that is more information there and get a better understanding of the way we are working on what we're doing. The research for the geeks amongst us. Genuinely I loved the research but I am a bit of research geek. The full reports are in, but we also have the executive summary of the research we spoke about earlier. We also have the research methods and findings and an overview of the whole program. Our news page, that's where you can find the newsletter and the most recent blogs, but it also gives you other blogs from different partners that we've had. And finally our events page which currently we don't have any events to list. I'm just trying to get back and see lovely faces. And we will be offering a roll out. And what's very important for everybody to note is this training is free, we are funded to deliver this Michael and I's job is to implement the research across the country and implement practice across the country. So the training is free, we will be offering open sessions from October onwards. We do an introduction to framing care experience. But then there are specific workshops and sessions that are more interactive that look at how you can frame stats and analysis. And they are the specific ones that we're working with our voices of experience reference group. About how can you use framing techniques to share your own story without losing any of your own agency, and without changing your story, or losing the authenticity, workshops for people who support people to share their stories, workshops for funders, and workshops for media and spokes people on how we can kind of pivot sometimes when we are being interviewed by reporters, they will very much focus on our deficit based approach to talking about care experience. And there are techniques that we can use to pivot that conversation into a more positive space. And I'm not going to actually put back up, you don't need to see that. What I am going to do is open up for questions.

Barbara,

Hi Claire

Long time no see..

I'm really interested in the training I that would be really useful for the work that we do and for our own training, when we're training tutors to support care experience as well, I was just wondering, is it face to face? Or is it a kind of online session?

Thanks, Barbara, for asking that question. Currently, we are delivering virtually. But Michael and I are desperate to get out from behind the living room screens and get out and about once it's deemed safe enough to do so. So currently, we are virtual, what we have found with live virtual training. And I'm sure you'll think that's across the board that it's much easier for people to attend training. And we've been

able to get a much wider reach. For instance, we're working with Children's Hearings Scotland, just know, and we're training four hundred panel members. Not all in the one on one line session. That would definitely pass. But yeah, so currently it's virtual. And Michael has put in our email address, but Barbara just contact us. What I would say is there's only Michael and Tamsin from frameworks but we are on it, we are like a machine of delivery as well. Thanks, Barbara.

And then could it work like, because obviously our tutor training is kind of ongoing as we recruit. So could it be a kind of train the trainer type session?

We are already looking at this, particularly with early adopters, and our strategic adopters and with CHS, because there is that turnover of new people coming. We're calling it just now we're calling it champions. I'm not a big fan of the word champions. And I'm sure any colleague works in local authority. Champions, it basically just means you get to do more work if you put your hand up to be a champion for anything. So we are looking at that but that probably won't be till year two, Barbara, I think given the size of the team. Okay, thanks very much.

Thanks, Barbara.

And just quickly before we go into the breakout rooms, guys in Kerry's asked if there's any examples of reframed statements used in the research that you guys can share?

Yep, so absolutely, I'm just trying to bring that up. So see when you, Kerry, see when you go into the toolkit, see the very first page that I was showing you, we've actually got instead of, and but I would strongly suggest looking at the recommendations first. There are eight recommendations. So, for instance, one that I'll give you is start with what all children need to thrive. And that's about taking away from this othering, this idea that care experience is something that happens over here, and we are not responsible, and we are not involved. If you tap into the understanding with the public that actually all we're asking for is for every child has - a safe, nurtured and supportive home life, that's all we're asking for. So if you start leading with for each and every child, and if you look, one of the other things we use as scaffolding, as a way of explaining the complexity of the care system that there is so much going on within the care system, and you see really good examples of scaffolding use by our colleagues at The Promise. They are brilliant at using scaffolding metaphors. And the thing about the language as this is why we encourage people to have the training session is it's not this is the phrase that you have to say it's, this is a recommendation. So then we look at how can you use that in the way that you speak and the language that you use. So it's not about going Well, I have to start with this. It's about so how do we flex that into the way that you speak? Does that make sense? I can't see Kerry's face? Kerry, in my head you are nodding.

I'm here. I'm sorry. I was just trying to sit quietly in the background. Yeah, no, it makes a lot of sense. Thank you for sharing and I'm looking forward to reading the toolkit on the website. Thank you.

Thank you, Kerry. Thank you Claire. I think we are ready to move into breakout rooms again, we have done a dress rehearsal, so this will be like the main show. So we're going to move into breakout rooms.

We've got any questions that you want to ask about anything, please feel free. Don't be shy.

Can I ask a question Claire and Michael, please? Do you have any research evidence or anything around how we write about children? And how records are kept, how files are kept and the language that's used there.

And we don't have the research on that at all, but that's actually because there already is. We've had that through The Promise, of the feedback from - and not just children and young people from adults who've been within the system about what language is challenging and what language is stigmatizing for them. However, I'm not body-swerving that question Gemma. So what we're actually looking at and we are working up in Aberdeen with Larissa and the Write Right About Me project so what we're actually specifically looking at right now is how do we use the framing when writing reports. My actual life and my working life always merge together to practice things. So I've been looking at already as a foster carer and the things that I have to write of how can I, how can I reframe how I'm talking about my youngest child, but with the Write Right About Me campaign, that's actually what we are working with them on. And this is basically about genuinely, Michael, and I do love our jobs. And I hope nobody is having a crap day and thinking they hate their job, and I'm going our job is brilliant. But what we're doing with framing is it's very much about learning. And so we're not a programme. The reason we're an initiative is we work alongside people. And we discover together so that's what we're doing with MM And the Write Right About Me project is we are experimenting. So as we go along, there will be more content that comes out. So if we do come and work with an organization or a department or a school, we very much base the session round what's going on for you at that time, so that we can actually build a bespoke session that will address some of those issues.

Does that help Gemma?

Yes, thank you Claire.

David, I think you've got a question.

Yeah, my question is around who your audiences. So it just came to me like, obviously, if you're speaking amongst ourselves - professionals and people involved in so called system and I'm just wondering whether you can extend that and offer it to journalists, you know make an offer around framing to the various newspapers and say, well, we can provide that and what with COVID, showing that we can access people on zoom or teams very easily, I think that is maybe something that would be fairly, fairly easy to do. And just widen it out maybe to court staff and you know, I mean, I think there's a great, great potential for that, the good work that you do to really go past the same old kinda groups and organizations and people who are very committed and up for that change.

Yeah. David it's almost like you've been at the meeting yesterday, which brilliant. Can I say he wasn't? But the meeting that we had with our voices of reference group, and we've been talking about how do you, the thing with the media is, there is a brilliant two page spread, and the Sunday post a few weeks ago about the changes to the Children's Hearing System, and the lived experience being at the center. It was a beautiful interview with Beth-Anne Logan, who was exceptionally articulate and an opinion

piece from Fiona at The Promise. But see, actually how the piece was presented by the journalist, it was talking about criminalization. And you go, that's completely the wrong message. That's, and that's just reinforcing the stigma that people have. So we were discussing with frameworks and going, how do you do that with the media, because if you don't turn round and go you're doing it wrong, because that's not going to work. So we do have a lot of plans. And this is quite a recent addition, because I'm with you on that, unless we can change how the media speak, we're really going to be challenged. So the reason we're starting was the workforce and spokespeople as they can start to change their language. But then we work with the media. And we find there's a lot of really good campaigning journalists who are very supportive of The Promise, they're very supportive of the care experienced community. So we start by working with them, and taking them through the research rather than running an intro session to framing care experience. We share the research and we do it that way. There's also some really, and I actually think you we're probably at this National Theatre of Scotland, and Nicola McCartney had, were working with two people with lived experience, who are also very good writers. And that's where we start to see those changes happening in media is people with lived experience working alongside in an equal sense. And that was very well handled, there is also Who Cares? Scotland involvement, particularly Kenny Murray's involvement with Tracy Beaker. And working with an author to go, actually, the way you're presenting is not the way we want to be seen and heard. And working with, so it's through – that's why Who Cares? Scotland is one of our first early adopters is working with them to ensure that we're supporting them with all the framing techniques but you are absolutely right. So ours is by stealth if we get our spokespeople first and foremost, using framing language, and we have evidence. This is what previously and the poverty space that was has been reframed, and there's been a lot of work in the last 10 years, particularly through poverty lines, and Joseph Rowntree Foundation, and the way that poverty is now spoken about and accepted - the wider reasons that poverty exists rather than the blame culture that was very much. I'm not saying that's everywhere I'm very aware. I'm not going to be political Sorry. I'm aware that not everybody thinks the same way is that alright? So we do know that the framing works so that is the first movement and then working with the media. Sorry that was really long and involved. I'm very passionate about who we work with the media. And I think somebody has also said it's that that moment of where do you really pleased that you got press coverage and you've had a really good interview and you've worked with people with lived experience to share their story and then he opened the article and you just think a swearsy word that I'll not say.

Thank you Claire. I could see people nodding as we were talking about that in terms of if you think you've got good media attention, it's really positive, it's a lovely story, it's really helpful, it's empowering, And yeah, then you, maybe, read the headline, or it's been written in a way that's, very unhelpful. So I think a lot of this about reframing could be really helpful for stories, and how we work with other organizations, media, journalists. I am afraid that we have run out of time for questions. I'm so sorry, because we could have had a whole hour and a half big group discussion about this. But I think what's important for me to say, I suppose that this is just the start of that journey, like Claire and Michael have said, they are really, really keen to work with organizations. I know there's somebody in my group that said, they already have the email written to you, clear and Michael, about coming to speak to their organization. And I know that they won't be the only ones. And so I just want to say a huge, huge thank you for coming along today. And kicking us off this conversation. And like I said that the start, this is

something that has been on our agenda for a long time. It's something that is crucially important to all the work we do, regardless of what work we're doing. And we're doing it. And it's just been nice to have a wee bit of space and time to think about that together. We can share your slides and your contact details and the website address so we will send all that to people afterwards. I don't know you guys are really open as well to people getting in contact with you with questions or requests or things like that. So a huge thank you to Claire and Michael for coming along.

Thanks for having us, Linda. It was a joy as always.

And I just want to wrap up really quickly by letting people know, as most of you will probably be aware, there is a national consultation out at the moment about the creation of a new National Care Service, which is looking at making really significant changes to the way that not just adult social care, but children's social care is delivered as well. And regardless of the changes, this will have quite a significant impact on the way that services are delivered for many of the people that we work with, children, young people and adults alike. So we are really, really keen to gather and represent people's views. And while, this is not an education focused consultation, like I say it's focused, in and around adult and children's social care, because of the nature of the work we do, and the fact that we want it to be collaborative and integrated, any changes will have quite a significant impact, or could have a significant impact on education. So we're keen to get the thoughts and insights and reflections in from people working in and around education. So we're going to be holding an engagement event for forum members at some point in October. We're just finalizing the date of that. And we would be so pleased if people could come along and tell us what you think of the changes, what the risks are, what the opportunities are, and what you think that might mean for the children, young people and families that we support. Forum members have been really integral in giving feedback for national consultations before. And we've actually had the views of forum members incorporated in to national policy documents. So it's really, really important to get your views because they do make a difference. And CELCIS do try to represent them as far as we can whenever possible. So keep an eye on your emails, and we will send out a date for that as soon as we have got it. And just lastly, to let you know that we will be publishing our annual review of the work we are involved in around supporting the virtual school head teacher work at the beginning of October. So again, keep an eye on your email, and we will let you know when that's available. And we'll be doing a webinar on that in early to mid-November. So again, we will let you know about that. I think that is all from me apart from saying a huge thank you again to our contributors, our facilitators, Michelle and our internal CELCIS team as ever, for sorting us out, and keeping us right, but mostly to you guys for coming along and taking part in the discussion. We really appreciate that. And we'll let you open everything's up on the website. And the date of our next forum meeting will be November and we will send out the registration details when we have got them. So thank you very much everyone and I hope you have a good rest of your day.